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ABSTRACT

Twenty-six articles and papers on the use of videotape in schools are listed in this bibliography. The documents, published between 1968 and 1970, are listed alphabetically be author. The title, source, and date of publication is also noted. (JY)

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AN ANNOTATED BIBLIOGRAPHY ON THE USE OF VIDEOTAPE IN SCHOOLS

Alter, Henry C. "Educational, Instructional TV--An Identity Crisis," ERIC at Stanford. December, 1969.

America's television has been dominated by commercialism. In all other countries where television is a medium, public television came first supported by public funds and public interest. Documentaries, plays, discussion of issues, and children's programs eventually became "educational television." Classroom television failed to receive its proper place because of the conflicts of local autonomy, class hours, tedium, and timidity.

In 1966, President Johnson initiated a survey of educational television with the "Carnegie Commission." The "Public Broadcasting Act of 1967" was passed providing for sufficient funds to start a program. A study of instructional TV was also ordered and funded. It was found that 55% of all broadcasting by public TV stations was for the general audience while 45% was instructional school-related programming. The issue is to see whether instructional TV can be balanced with commercial television and provide all that it can, not only a part.

Anderson, Edward H. "Videotape Recording," Today's Education, LIX (January, 1970), 40.

Edward H. Anderson tells of some ways to use videotape recording at the Junior High level. Recording a televised program is very easy and a convenient way to bring a program to a class. In drama and speech classes sight, sound, and motion are taped for an instant review. Shop teachers produce tapes of safety programs showing good practices and close-ups of machine operations. Television has a definite place in the schools, Anderson believes.

Beymer, Lawrence. "Implications of Simulation, Videotape Recording, Analysis Systems and Research for Counselor Education," Educational Technology, IX (August, 1969), 56-57.

In studying the counseling process, videotape has been found to be the most satisfying technique. By this means a counselor may analyze his behavior both verbally and non-verbally. There are problems such as the extreme negative reactions 10% of the students suffer when viewing his or her own counseling interviews. However, it is believed that simulation, videotape recording, and analysis

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are here to stay. They have the potential of boosting counseling research to new levels of insight and relevance.

Dirr, Peter J. "School Television Service Believes Utilization of Programs Most Important," Educational Media, I (October, 1969), 26-28.

A cooperative venture involving 200 public and private school systems in the New York Metropolitan Area has established the School Television Service. The staff of the School Television Service and representatives from the school systems produce and broadcast high quality instructional programs in the participating schools; design and publish comprehensive teacher manuals for each teacher; produce and distribute classroom materials for use with specific programs; keep a kinescope library; assist schools in applying for state and federal funds for ITV, and conduct meetings and workshops for participating teachers and administrators.

Doran, Roger. "Video Tape Is a Tool That Aims to the Future," The Maine Teacher, XXIX (September, 1968), 19, 20.

There is a broad field of use for videotape and television in education. Some of their uses are in the classroom, the athletic field, practice teaching and in dissemination of material.

The equipment is easy to operate but requires special care. Planning is important as to its use. Careful consideration should be given before selecting the equipment such as in service and compatibility. The videotape equipment should be used to its fullest extent being one of the most useful tools in education today.

"Education, CATV Get Together in Canada," ERIC at Stanford. February, 1970, p. 4.

Vancover, British Columbia is the site of an educational channel on the new cable system. Program emphasis will be on public service and information subjects such as Red Cross, and government issues. As part of its public service agreement with local authorities the cable company has supplied the necessary recording equipment. Time will be increased from two to eight hours per day for programming as soon as possible.

"Federal Workers Star in TV Programs Designed to Improve Their Job Skills," Training Technology, II (January, 1970), SC2, S40.

A closed-circuit(CCTV) system is being used to train government employees and to improve job efficiency. Manner and appearance are improved from showing videotape playbacks revealing vital facts. Executives deal with top-level government personnel, the press, and foreign dignitaries. Each person's positive and negative points are determined.

Other areas covered by the system are: instructor training programs, general training programs, and helping other countries on an advisory capacity to develop courses.

Hanson, Brian. "The Facts About ETV Use in High School," The Maine Teacher, XXIX (September, 1968), 17.

Television is having difficulty in becoming established as an educational tool in Maine high schools. Difficulty in scheduling is given as the main reason for this hesitancy.

However, during one season when two special seasons were being shown a large number of student guides were requested from the State Department of Education. If effort is made, scheduling can be accomplished.

The Maine Instructional Television system is trying to offer high school specials at convenient times. Schools having videotape equipment are at an advantage in taping these programs to be shown when time is available.

Johnson, James A., Nevin R. Frantz, Jr., and James V. Schultz. "Videotape Recording in Teacher Education," Educational Technology, IX (May, 1969), 48-53.

While utilization of videotape recording equipment has been in use in commercial television for many years, the use of the VTR is just coming into focus in teacher preparation programs. Portability of equipment has made these programs more feasible.

Micro-teaching, a teacher teaching small groups of students for a short period of time, is used to provide practice in using specific teaching skills, to view the videotape playback for a conference, and for a critique session by student teachers, and then by student and instructor.

TV equipment is also being used in colleges and universities to make video-recording of students in action. To self-analyze one's teaching, a student-teacher may view his teaching in privacy. His supervisor may also go over the tape with him.

Simulated experiences may be viewed by a group of student teachers, experienced teachers and teacher education students. Teams composed of those representing various levels or combinations of teaching experience would view the episodes, discuss, analyze, and present their conclusions to the group.

Jung, Herbert M. "ITV Turns Students On," Today's Education, LIX (January, 1970), 37.

At the Conwell Middle Magnet School in Philadelphia, students are involved in a closed circuit television station. Each morning is begun with a program of news announcements, a special feature, a weather report, and news of other activities. Off-camera roles are filled by students. A discussion of the presentation is held afterwards.

Interested students may enroll in the course "TV Production," an elective offering. The two general areas of the course are in technical and program content.

Improvement in behavior and/or personal appearance and tne motivation to read have been the results of this involvement with the closed-circuit television installation.

Kirk, Geneva. "Simulation and ETV Create a New Approach to Social Studies," The Maine Teacher, XXIX (September, 1968), 18, 19.

Simulation is a combination of several recent innovations including role playing, case studies classes were involved in this approach on television when the Foreign Policy Association produced Cabinets in Crisis. Students, defending their views with this method, were drawn out. These programs were received with enthusiasm by viewers. Videotape made it possible for classes to benefit from the TV programs by showing them at a convenient time.

The simulation technique appears not to be the answer for all social studies classes. The advantages of this method should be checked with the traditional approach. The games of simulation are to motivate pupils to further explore various fields.

Knudson, Richard L. "Everyone Participates in This English Class," The Maine Teacher, XXIX, No. 3 (December, 1968).

A description of Specialized Language Activities, a role-playing technique used in English classes. The approach relies heavily on the use of videotape equipment.

Knudson, Richard L. "Involvement Via Videotape," Audiovisual Instruction, XIV, No. 10 (December, 1969), 52-53.

A description of Specialized Language Activities emphasizing the statistical evidence of language growth of students involved in this innovative program.

Knudson, Richard L. The Effect of Pupil-Prepared Videotaped Dramas Upon the Language Development of Selected Rural Children.

An unpublished doctoral dissertation accepted by the faculty of Boston University in May, 1970. It is available at the Boston University library or from University Microfilms, Ann Arbor, Michigan.

Meyer, Richard J. "ITV in the Ghetto," Today's Education, LIX (January, 1970), 35.

The School Television Service of WNDT in New York City is providing educational programs for kindergarten and pre-school centers in the ghetto as well as secondary schools there. A series of films entitled "Young Film-makers" are shown. The writing, directing, acting, and photography are done by the teen-agers themselves. These young people give their comments on life as seen through their own eyes. In this way teen-agers better find their places in society and racial tensions are reduced. Films and tapes are exchanged with affluent school districts doing similar productions. Communication is established between the inner city and the majority of society by these means.

Mitchell, Wanda B. "The Teacher's Role in ITV," Today's Education, LIX (January, 1970), 34.

Wanda Mitchell, director of a Title III project for the Preparation of Mediated Self-Instructional Materials for Dial Access, believes that the teacher's role has changed because of television. Diagnosing problems, prescribing activities for individual needs, and devoting attention to learning activities of individual students are now the teacher's duties rather than the collecting of information. To make TV presentations students would partake in careful research, skillful production, and artistic representation. The teacher can achieve a learning environment through closed-circuit TV changing student behavior.

Mueller, Gene. "The Videotape for Self-Evaluation," Today's Education, LIX (January, 1970), 39.

Videotaping is an excellent way for a teacher to evaluate himself. Nervousness rapidly diminishes with an evaluative process that includes the teacher, fellow-teachers, and the principal. Methods of questioning, creating enthusiasm, and the involvement of students can be improved by the means of evaluation through video-tape. Teachers look forward to this method for stimulation to research teaching strategies, to plan carefully and to review objectives.

"New ETV Equipment, More Programming Planned," Newsletter 2. ERIC at Stanford. Winter 1968/69.

Major changes are underway in eighty-six of the current UHF-VHF educational stations in the United States. This survey was sponsored by National Educational Television and the National Instructional Television Center and conducted by ERIC at Stanford. Most stations anticipated adding equipment and increasing programming. Videotape recorders and equipment necessary to broadcast in color were the main items of equipment needed.

Some of the various types of program changes were added weekend programming, evening programming, local public affairs programming, and instructional television and adult education.

"New TV Net in Indiana," ERIC at Stanford. December, 1969.

Indiana's four state universities, the medical center in Indianapolis, their regional campuses, as well as hospitals, private colleges and educational television stations are now sharing educational resources by means of a computer-controlled statewide switched television network. The TV network is part of a complex of multi-media networks which make up the Indiana Higher Education Tele-communications System.

The network's purpose is to transmit lectures, special events, experiments and demonstrations from the main campuses and medical center to regional campuses and hospitals. It can also be used for inservice-programs, for continuing education and for statewide meetings or organizations.

Pearson, John C. "VTR--All That Glitters...," Educational Technology, IX (April, 1969), 67-69.

In using the VTR to improve student teaching, it has been found that things do not work out as smoothly as one would like them. However, with patience and persistence the outcome can be most rewarding.

The supervisor of student teaching finds the VTR equipment cumbersome in transporting it from one classroom to another. The equipment has to be set up and adjusted for each move. Both teacher and students are nervous at the beginning of a tape.

After the second taping the ordeal is justified. The student-teacher has made improvements in his methods of teaching. This can be seen by the interest the students are showing in the lesson presented. The student-teacher has seen his faults and corrected them.

Robb, Margaret and Janet Teeple. "Videotape and Skill Learning," Educational Technology, IX (November, 1969), 79-82.

In the physical education program videotape is being used so that students might analyze their performance while bowling. The students are expected to view objectively their performance on videotape and consequently discover errors of execution. It was found that the students did not significantly alter the rating of their performance, while the instructor did alter the rating of two errors in the approach after viewing the videotape.

Ryan, Paul. "Videotape--Thinking About a Medium," Media & Methods, V (December, 1968).

With the use of videotape, the monitor does make a difference concerning the security of the performer. The monitor allows the performer to make simultaneous responses to what is seen. Improvements are bound to be made with this method.

Videotape allows communication with oneself. In viewing one's self in private, he can see himself as others see him. The result is more confidence to conduct himself to suit his needs.

Instant replay enriches activities such as discussion groups, reading aloud, student performances, cheerleading, and dancing.

A VT learn-in has transformed the classroom where there was previously the traditional lecture format.

"Satellite TV in India," ERIC at Stanford. December, 1969.

Some 5,000 village inhabitants of India will soon have the advantage of televised adult education. The telecast will come by way of antennae on a synchronous

satellite. The main purpose of the experiment is to provide practical instruction, mainly in agricultural education, to rural inhabitants.

It has been shown in India that TV-served villagers have stronger characters than those who do not have TV.

Tilroe, Robert D. "Planning is the Key to Successful Use of Video Tape," The Maine Teacher, XXIX (September, 1968), 20, 40, 41.

A few Maine schools interested in videotape recorders are investigating and experimenting with utilization of the equipment. ETV stations give permission for schools to record and play back television lessons to classes. This is an answer to the scheduling conflict. Football practice is another time when videotaping is useful.

Educators must agree that change and improvement are necessary for new media to be effective. When planning to obtain videotape equipment emphasis should be on justifying its use rather than the financial, delivery, and operational aspects of it.

When considering videotape one must determine specific instructional needs, carefully identify equipment ability, interrelate the need with existing resources of dollars, staff, and technological systems.

Wagoner, Roderic L. and Blair Mackenzie. "In-Service Training with Television in a Developing Nation," Educational Technology, IX (December, 1969), 66-68.

To aid in the development of Nigeria, a televised in-service project was developed. The objectives were: to show to Nigerian educators that various media could be adapted to teaching, especially to in-service training; to present materials to in-service trainees otherwise unobtainable because of time and distance involved, and to standardize some instruction. The use of equipment was hindered, however, by lack of supporting technology and very basic technical knowledge. Emphasis was placed on English and arithmetic. Although there were many problems, the program achieved a modest degree of success.

Zigerell, James J. "Televised Instruction: Where Do We Go From Here," Educational Technology, IX (September, 1969), 72-76.

Instructional television has not nearly been utilized to its fullest capacity. It will survive though because it can be an effective, economical and labor-saving way of bringing simultaneously to large numbers simulated classroom performances in a time of expanding college population and dwindling faculty resources. A teacher-prepared lesson is bound to be of better quality when the teacher considers that anyone in the educational field may be watching the presentation. The performance of TV students has been found not to be significantly different from on-campus students. Most studies show that as much is learned on TV as in the classroom. For more effective teaching, devices such as animation techniques, filmed inserts, and dramatizations must be employed.